

**EXHIBIT 6 –**  
**Part 2**

## CORE COMPETENCIES/KEY BEHAVIORS

6. Effectiveness: Accomplishes desired results in a manner that maximizes the use of time and resources.

## Key Behaviors:

- Checks accuracy of information and own work.
- Maintains an organized environment (e.g., workplace) so that information/objects are easily accessible to self and others.
- Uses time available for most important tasks.
- Meets established productivity standards for the job.
- Follows all established Center and departmental guidelines, policies and procedures (e.g., infection control, patient safety, waste disposal, personal safety, fire/radiation safety, equipment use).
- Limits the number of personal phone calls made and received on a daily basis to essential ones.

Weight: 10%

1	2	3	4	5
Significantly fails to demonstrate behaviors	Inconsistently demonstrates behaviors	Consistently demonstrates behaviors	Consistently exceeds required behaviors	Performance results in substantial impact

## Comments:

MR BILYAHU IS NOT AS EFFECTIVE AS HE COULD  
HE TAKES TOO LONG WITH ANY ASSIGNMENT

## Development Activity (if applicable):

## CORE COMPETENCIES/KEY BEHAVIORS

## 7. Safety: Contributes to a safe, clean, and operational environment.

## Key Behaviors:

- Alerts supervisor when conditions (e.g., systems, supplies, equipment) that have the potential to have a negative impact on patient safety are identified.
- Operates and maintains CPD equipment according to departmental guidelines; notifies designated staff of equipment malfunctions requiring more than routine adjustment.
- Disposes of trash, infectious waste and O.R. and/or clinical waste into proper receptacles per Center and departmental policies and guidelines.
- Addresses potential hazards immediately; informs supervisor/ lead technician immediately of accidents/injuries to patients, visitors, or self.
- Maintains a clean, safe organized work area and contributes to the upkeep of the departmental work environment.
- Wears appropriate personal protective attire (goggles, gloves, waterproof gown, boots).

Weight: 5%

1 Significantly fails to demonstrate behaviors	2 Inconsistently demonstrates behaviors	3 Consistently demonstrates behaviors	4 Consistently exceeds required behaviors	5 Performance results in substantial impact
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Comments:

Development Activity (if applicable):

**7. Professional Development:** Makes a continuous effort to improve job performance and to develop work-related skills and expertise.

**Key Behaviors:**

- Maintains current professional licensure and required memberships/certifications.
- Attends required in-service training.
- Makes use of Center's development resources, as appropriate.
- Identifies activities to aid in goal achievement.
- Keeps current on new developments in area of expertise.
- Seeks appropriate knowledge of concepts, principles, and practices required of the job.
- Keeps current on new developments in our area of expertise.
- Seeks appropriate knowledge of concepts, principles, and practices required of the job.

**Weight: 5%**

1 Significantly fails to demonstrate behaviors	2 Inconsistently demonstrates behaviors	3 Consistently demonstrates behaviors	4 Consistently exceeds required behaviors	5 Performance results in substantial impact
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**Comments:**

MOL BILYAW IS CERTIFIED

**Development Activity (if applicable):**

## ATTENDANCE

An employee's appraisal rating will be based on the number of occasions and number of days absent (attendance record) as defined below.

<u>APPRAISAL RATING</u>	<u>ATTENDANCE RECORD</u>	
	<u>Number of Occasions</u>	<u>Number of Days</u>
5	0	0 days
	1	1 or 2 days
4	1	3 days
	2	Total of 2 or 3 days
3	1	4 to 6 days
	2	Total of 4 to 6 days
	3	Total of 3 to 6 days
	4	Total of 4 to 6 days
2	1	7 or 8 days
	2	Total of 7 to 8 days
	3	Total of 7 to 8 days
	4	Total of 7 to 8 days
	5	Total of 5 to 8 days
	6	Total of 6 to 8 days
1	1	9 or more days
	2	Total of 9 or more days
	3	Total of 9 or more days
	4	Total of 9 or more days
	5	Total of 9 or more days
	6	Total of 9 or more days
	7 or more	Total of 7 or more days
Comments:		
Rating: <u>5</u>		

## AGE SPECIFIC COMPETENCIES

1. **Patient Care/Contact:** Job interacts with patients in providing care or in a support role in accordance with departmental policies and standards taking into consideration patients' age as noted below:

All ages  Pediatric  Adolescent  Adult  Geriatric  N/A

2. **Age Specific Competencies:** Indicate competencies (knowledge, skills and abilities) needed to recognize and respond appropriately to patients' physical, mental, developmental, and psychosocial needs based on patients' age:

Competency	Assessment of Competency
— Applies age specific knowledge and skills to assess and provide patient care and treatment •	
— Assesses and interprets age specific data •	
— Performs treatments appropriate to patients' age •	
— Demonstrates age appropriate communication skills •	
— Involves family/significant other in plan of care •	
— Possesses knowledge of age specific community resources •	

## GENERAL POSITION INFORMATION

## MINIMUM EDUCATION REQUIREMENT (Indicate the minimum requirement)

Ability to read, write and understand basic instructions	
<input checked="" type="checkbox"/> High school or G.E.D.	
High school plus 1-2 years of technical education.	
Type of technical education: _____	
Associate degree.	Major: _____
Bachelors' degree.	Major: _____
Bachelors' degree plus up to 1 year of post-degree work (internship).	
Type of post-degree work/internship: _____	
Masters degree.	Major: _____
Doctoral or law degree	Major: _____
Other: _____	Major: _____

The above level of education is needed to obtain the following critical knowledge/skills:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## MINIMUM JOB-RELATED EXPERIENCE (Indicate the minimum requirement)

None	Less than 1 year	<input checked="" type="checkbox"/> 1 year	2 years	3 years
4 years	5 years	6-8 years	9-10 years	10+ years

## LICENSES/REGISTRATIONS/CERTIFICATIONS

	Type	Required	Preferred
Licensure:	_____	_____	_____
Registration:	_____	_____	_____
Certification:	CPD Certification (for Tech I) CPD Certification (for Tech II)	_____ <input checked="" type="checkbox"/>	_____ <input checked="" type="checkbox"/>

## SPECIAL SKILLS AND KNOWLEDGE

Special technical, clinical, professional, or computer skills or knowledge not covered under *Education* or *Experience*:

	<u>Skill/Knowledge</u>	<u>Depth of Skill/Knowledge</u>		
		Basic	Intermediate	Senior
1	ABACUS	<input checked="" type="checkbox"/>	_____	_____
2	OPTIME	<input checked="" type="checkbox"/>	_____	_____

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Central Processing Department

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## GENERAL POSITION INFORMATION

<b>STAFF SUPERVISION</b>			
1. Does this job directly supervise other positions:	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No (If no, continue to next section)
2. If Yes, # of Direct Reports:			
	<b>Your Direct Subordinates</b>		
Job Title			Number of Employees
3. Nature of Supervision:			
<input type="checkbox"/> Assign work and follow-up	<input type="checkbox"/> Train		
<input type="checkbox"/> Develop job responsibilities/content	<input type="checkbox"/> Select job candidates		
<input type="checkbox"/> Conduct performance appraisal	<input type="checkbox"/> Discipline when appropriate		
<input type="checkbox"/> Make recommendations on hiring and firing	<input type="checkbox"/> Determine work priorities		
4. Number of Indirect Reports (Employees that report into your "Direct" Subordinates in #2 above.):			
<b>CONTACTS</b>			
<b>INTERNAL CONTACTS WITHIN MSKCC:</b>			
This job interacts with the following groups of MSKCC staff on a regular and recurring basis:			
<b>Types of Contacts*</b>	<b>Type of Communications</b>		
	Information Sharing	Advising/Explaining	Persuading
Senior Executives / V.P.'s			
Associate Hospital Administrators / Directors			
Service Chiefs / Dept. Chairs			
Program Directors (SKI)			
X Administrators, Managers	X		
Attending Staff / Principal Investigators			
X Peers outside Division	X		
None of the above			
*(do not include your boss or subordinates)			
<b>EXTERNAL CONTACTS:</b>			
This job interacts with the following external parties on a regular and recurring basis.			
<b>Types of Contacts</b>	<b>Type of Communications</b>		
	Information Sharing	Advising/Explaining	Negotiating
Patients and their Families			
Community Organization			
Media			
Licensing / Regulatory agencies			
Research Sponsors			
Corporate / Individual Donors			
Insurance Carriers / Vendors	X		
None of the above			

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GENERAL POSITION INFORMATION

**PHYSICAL DEMANDS** (*Types and frequency of physical effort*)

- Some heavy lifting
- Some heavy pulling & pushing
- Standing for long periods of time
- Working with hazardous chemicals
- Working in area with high temperatures
- Visual concentration

**WORKING CONDITIONS** (*Summarize, include disagreeable conditions or potential hazards*)

Normal working conditions

Other: Working in some areas of high humidity, wearing PPE. Possible exposure to hazardous chemicals.

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## SUMMARY RATING WORKSHEET

Employee: EDMUND BRYAN # 52340Job Title: Central Sterile Technician I/IIDept. Name: Central Sterile Processing

To enter information into the Excel spreadsheet below, double click anywhere on the worksheet. Data can be entered into the columns titled Job Responsibilities, Weight, and Rating. The Score and remaining calculations will be performed automatically. To return to the main document, click anywhere outside the Excel spreadsheet.

Job Responsibilities (55%)	Weight	Rating	Score
1. Infection Control	20%	x 3	= 0.60
2. Assembly & Packaging	20%	x 3	= 0.60
3. Sterilization	20%	x 3	= 0.60
4. Storage	15%	x 3	= 0.45
5. Distribution	15%	x 3	= 0.45
6. Inventory Management	10%	x 3	= 0.30
	100%		
<i>Total for Responsibilities</i>			= 3.00

Core Competencies (35%)	Weight	Rating	Score
1. Customer Service	15%	x 2	= 0.30
2. Teamwork	20%	x 2	= 0.40
3. Communication	15%	x 2	= 0.30
4. Judgement	15%	x 2	= 0.30
5. Initiative	15%	x 2	= 0.30
6. Effectiveness	10%	x 2	= 0.20
7. Safety	5%	3	0.15
8. Professional Development	5%	x 4	= 0.20
	100%		
<i>Total for Competencies</i>			= 2.15

Attendance (10%)	Weight	Rating	Score
	100% x 5		= 5.00
<i>Total for Attendance</i>			= 5.00

Summary Rating	Job	Weight	Score
<i>Total for Job Responsibilities</i>	3.00	x 55%	= 1.65
<i>Total for Core Competencies</i>	2.15	x 35%	= 0.75
<i>Attendance</i>	5.00	x 10%	= 0.50
<i>Final Summary Rating</i>			= 2.90

### PERFORMANCE APPRAISAL SUMMARY

#### Final Summary Ratings:

**4.50 - 5.00** = Employee demonstrates truly outstanding performance and has made a significant contribution through his/her efforts.

**3.50 - 4.49** = Employee consistently exceeds the high expectations of the Center and sets an excellent example for other employees.

**2.50 - 3.49** = Employee consistently meets the high expectations of the Center and is a valued employee.

**1.50 - 2.49** = Employee does not consistently meet the expectations for the position. A work improvement plan is required with specific goals and timeframes for improved performance.

**1.00 - 1.49** = Employee fails to meet the expectations for the position. This employee should be on Final Written Warning for one or more aspects of his/her performance.

#### Identify the employee's strongest points:

MR BILLY AL IS ON TIME AND DOES NOT CALL IN SICK.

#### Identify the employee's developmental needs:

MR BILLY AL NEEDS TO CHANGE HIS DEMANDS TO AN APPROPRIATE ONE, FOLLOW DEPARTMENT'S PROCEDURES AND WORK FASTER,

## DEVELOPMENT PLAN

This development plan should focus on the employee's development in his or her current position. The manager and the employee should jointly establish development objectives for the year. Development objectives should target both strengths and needs based on this performance appraisal. Review the comments in the *Development Activity* box following each responsibility and set objectives that are aligned with personal, group, departmental, and organizational goals.

Effective development objectives should be both challenging and achievable; they should be observable and measurable, with specific time frames. Development activities may include on-the-job learning experiences, cross-functional assignments, involvement in special projects, job rotation, meeting with professionals in other functions or in other organizations, learning from other's feedback (e.g., peer, colleague, friend, subordinate, boss, coach, mentor), self-study (e.g., books, articles), and training (classroom and computer-based courses).

### DEVELOPMENT PLAN FOR JOB RESPONSIBILITIES

Development Objective	Activity	Responsibility/Involvement of Others	Target Dates	Results
WORKING TO STAY	WORK DATES NOT GET PUSHER IN A TIMELY MANNER IN THE FUTURE	MONITOR BY MYSELF	10-20-06 TO 5-20-07	
FOLLOW DEPARTMENT PROCEDURES	MAKE CHANGES WITH OUT AUTORIZATIONS	MONITOR BY MYSELF	10-30-06 TO 1-20-07	

DEVELOPMENT PLAN FOR COMPETENCIES

## Central Sterile Technician Central Processing Department

**SIGNATURES**

**Employee's comments on the evaluation and the evaluation discussion:**

**Supervisor's comments on the evaluation discussion:**

EDMUND IS SHOWING IMPROVEMENT IN COMMUNICATION  
WITH OTHER STAFF,  
HE REFUSED TO SIGN EVALUATION

John M. Miller  
Signature of Reviewer

11-17-06

Date Signed

John M. Miller  
Signature of Reviewer's Supervisor 11/17/06

11/28/06

Date Signed

John M. Miller  
Signature of Employee

Date Signed

Expectations for the next appraisal period were reviewed and discussed. A copy of performance expectations and key behaviors was distributed to employee.

John M. Miller  
Signature of Reviewer

Date Signed

John M. Miller  
Signature of Employee

Date Signed

## RATING PERFORMANCE

**Rating Scale Descriptions:** Please use the following rating scales to evaluate the performance of the employee on Job Responsibilities and Core Competencies. Read the performance expectations for each responsibility and key behaviors for each competency carefully in order to be as precise in your rating as possible. A rating of "3" indicates the employee is meeting the high expectations set by the Center and is valued by the organization.

### Job Responsibility Rating Scale:

- 5 = THIS RATING SHOULD BE RESERVED to indicate a level of performance for this responsibility that is truly unusual in relation to the stated requirements and has substantial impact.
- 4 = Indicates performance that significantly and consistently exceeds the stated requirements for this responsibility (e.g., can function more independently than expected, is sought out as a resource by other staff, can handle unusual situations, develops new approaches or methods, does more than routine workload, takes on more work for own development).
- 3 = Indicates performance that consistently meets the stated requirements for this responsibility with the expected amount of supervision, within the established time frames, under routine circumstances.
- 2 = Indicates performance that inconsistently meets the stated requirements for this responsibility. Improvement in performance is needed and should be monitored as part of the Progressive Discipline Process.
- 1 = THIS RATING SHOULD BE RESERVED to indicate a level of performance that significantly fails to meet the stated requirements for this responsibility. The employee should be in one of the warning stages of the Progressive Discipline Process.

### Competencies Rating Scale:

- 5 = THIS RATING SHOULD BE RESERVED to indicate a level of performance for this competency that is truly unusual and demonstrates a new standard for behaviors associated with this competency, and has substantial impact.
- 4 = Indicates performance that significantly and consistently exceeds the stated behaviors associated with this competency.
- 3 = Indicates performance that consistently demonstrates the stated behaviors associated with this competency.
- 2 = Indicates performance that inconsistently demonstrates the behaviors associated with this competency. Improvement in performance is needed and should be monitored as part of the Progressive Discipline Process.
- 1 = THIS RATING SHOULD BE RESERVED to indicate a level of performance that significantly fails to demonstrate the stated behaviors associated with this competency. The employee should be in one of the warning stages of the Progressive Discipline Process.